

Special educational needs and disabilities (SEND) policy

Ballifield Primary School



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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
 - Prepare all children for the next stage in their education and adulthood
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Ballifield Primary School is an inclusive school and we aim to ensure that all pupils are included in all aspects of school life. We encourage all children to make the best possible progress in school. The school provides a high standard of teaching and learning and we aim to ensure that all children access a rich and diverse curriculum, in order to develop independent learning and the skills they will need for life, both within school and in the local and wider environment. To ensure that teaching and learning is at the appropriate level for the children's individual needs, work is differentiated wherever necessary.

We aim to provide a safe, happy and supportive environment where children thrive in all aspects of their learning. We know that the most effective learning takes place when children are confident and enjoy their learning. We appreciate the importance of high self-esteem in the learning process. The most effective learning environment is where children believe in themselves and their own capabilities and Ballifield endeavors to reinforce these qualities in all our children.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

The SEND team at Ballifield Primary School

Inquiries about an individual child's progress should be addressed at first to the class teacher since they are the person who knows the child best. Other enquiries should be made to **Mrs. Clare Roddis** who is the school's SENDCO. Mrs. Roddis is also the deputy headteacher and member of the senior leadership team in school, she holds the national award for SEN which is statutory for all SENDCO's.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governor's responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Mrs. Clare Roddis, croddis@ballifield.sheffield.sch.uk, 0114 2697557

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND

- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

6.3 The SEND link governor

The SEND link governor is **Andy Wynne, awynne@ballifield.sheffield.sch.uk**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

At Ballifield the class teachers track individual children's progress in the core subjects very closely through assessments and observations. This data is then presented in termly pupil progress meetings with the class teacher, head teacher and SENDCO, in these meetings children who are not making expected progress are highlighted and interventions or additional support are allocated depending on need. In addition, if a more specific difficulty is suspected we use the Fusion service who can carry out assessments to see what other

underlying conditions there may be, although they are unable to diagnose they can identify traits. We have also adopted the Birmingham SEND Toolkit, which allows us to assess the children against very specific objectives and teach to the gaps. The toolkit allows us to show small steps of progress in learning for our SEND children and gives a better view of the level the children are working at and what they need to do to make further progress. It also supports teaching staff in identifying outcomes for the children to be used on their support plan, Extended Support plan or individual teaching plan.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently the concern can be addressed by quality first teaching or some parental support. Otherwise the child may be offered an intervention for a set number of weeks or will be placed on the SEND register; children on the register have a one-page profile or support plan with specific targets for their learning which are reviewed on a regular basis. Although the school can identify special educational needs, and make provision to meet those needs we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have specific difficulty such as Autism or ADHD.

The Sheffield SEND section has devised a Sheffield Support Grid that allows the SENDCo to look at the needs and provision of each child on the special needs register. As part of the grid the SENDCo gives each child a band from 1-5 depending on the child's need and the provision that is put in place in school. Children who are identified as being at band 3 or above may now have an Extended Support Plan, which is essentially a pre EHCP and is the tool used to further monitor a child's progress and apply for an EHCP, if that is deemed appropriate. The Extended Support Plan is first established during a meeting with SENDCo, class teacher, parents and any other professionals involved with the child. During the initial meeting all parties involved are able to say what works well for the child, what support the child would benefit from and short or long term outcomes are set for the child. A key focus of the Extended support meeting is ensuring there is an in-depth preparation for adulthood conversation with both the child, the parents and other professionals involved. This is conducted using information from the PFA across ages toolkit. Once the Extended Support Plan is set a review meeting will occur every term to look at progress towards outcomes and the opportunity to set new targets, if appropriate. At the review meeting there will also be a discussion as to whether the Extended Support Plan should be put forward for an EHCP.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as social issues or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

We have an open-door policy throughout school for any daily information that needs to be shared between school and home. If there is anything of a more serious or private nature to be discussed a meeting can be arranged with Class teacher, Parent and SENDCO.

We have parents' evenings once a term where the parents have an allocated individual slot with their child's class teacher. During these meetings parents are given information about the level children should be working at for their age and also about the expected rate of progress for maths, reading and writing. Outside agencies involved with some children provide reports and information about attainment and expected progress, such as speech and language and Learning Support Service.

Termly reviews are held with parents of all children on the SEN register and specific reviews are held when necessary with parents, class teacher and SENDCO. For children with an EHCP there will also be an annual review. During the reviews previous targets are evaluated and discussed and new targets are set. For parents with English as an additional language or for those with hearing impairments interpreters have been used to allow the reviews and parents evenings to go ahead as normal.

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMs, and will be made accessible to staff in a one page profile.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA via banded funding based on need.

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO

- Holding regular reviews for pupils with extended support plans
- Holding annual reviews for pupils with EHC plans
- Holding transition reviews for all pupils with an EHCP or extended support plan before they move to their new class to look at what provision has worked and any adaptations that need to be made.

Getting feedback from the pupil and their parents

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

All of our teachers are teachers of SEND and therefore all are trained to work with children with SEND. We have a rolling programme of training and support for staff, based on the needs of the pupils within school. Staff are sent on more individualised training if they are supporting a pupil with a more specific need.

Staff in school have received various training in order to support learners with SEND, this has included training to deliver interventions, specific training on difficulties such as dyslexia, autism and speech and language impairments, Nurture training and health issues such as epi pens.

We access specialist expertise from outside agencies such as the Autism Team, Speech and Language, Educational Psychologists, Learning Support Service, MAST and the school nurse. Some staff are trained in the administration of medicines and due to the difficulties of some of our children some staff members have been trained in specific medical issues and personal care such as lifting and handling.

Our SENDCO has 18 years' experience in this role and has worked as classroom teacher for 13 years prior to becoming a non-teaching deputy headteacher.

We have a team of 18 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. We also have a HLTA whose full-time role is to specifically deliver speech and language support and interventions.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services – Fusion
- Educational psychologists
- Family Intervention Workers – FIS
- Family Hub
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

13.1 Admission arrangements

All admissions to school is through the local authority admissions department.

When a child with SEND is allocated a place at Ballifield we work closely with the current setting to ensure a smooth transition.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. The school has a robust transition programme in place for children both entering and leaving the school. This includes meetings and contact with both receiving secondary schools and outside feeder nurseries.

Transition meetings are held separately between SENDCOs from our school and any secondary schools or private nurseries, with additional visits arranged for any vulnerable students.

13.2 Accessibility arrangements

School has implemented a DDA plan as far as possible. However the majority of the site remains inaccessible to children and adults with mobility difficulties. Adjustments have been made across the school in the last few years and this has improved accessibility into some areas of the school. This has been through the building of a ramp to the upper playground in Y2 and level access to at least one classroom in each year group. Visual timetables are used throughout school from Foundation stage to key stage 2. We have disabled toilet facilities in school which are large enough to accommodate changing.

Our accessibility plan can be found on the school website: www.ballifield.co.uk

When planning non-classroom based activities staff are always aware of the needs of all the children and choose the venue for the trip with all children in mind. Thorough risk assessments are carried out before any out of class activity. All staff use the evolve system to plan and approve trips which includes detailing all activities and full risk assessment for each part of it. Ratios of adults to children are always adhered to with additional adults involved if children with specific needs are included in the activity. Parents and carers are always consulted several weeks before an activity is due to take place and are invited to speak to staff if they are concerned about any element of the activity/trip.

All our children have equal access to before school, lunchtime or after school activities which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptations to meet the physical and learning needs of our children

14. Complaints about SEND provision

Complaints about SEN provision in our school should be made to the SENDCO/headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

15.2 Monitoring the policy

This policy will be reviewed by governors **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents

- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy